

**Iowa Department of Education  
Bureau of Career and Technical Education  
Grimes State Office Building  
Des Moines, IA 50319-0146**

**Carl D. Perkins Vocational – Technical  
Education Act of 1998 (P. L. 105-332)**

**Iowa**

**“Application for Funds”**

**Fiscal Year 2005  
Activities and Budget**

**Due Date: June 4, 2004**

**Revised 5-10-04**

## INTRODUCTION

**“The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998 is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs by:**

- 1. building on the efforts of States and localities to develop challenging academic standards;**
- 2. promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;**
- 3. increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech prep education; and**
- 4. disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services, and activities.”**

*(Perkins Act, Section 2)*

The application is responding to the following funding requirements:

- ◆ Each local education agency and community college is annually allocated funds based on a formula prescribed by the Perkins Act. We anticipate FY05 Allocation Tables will be available during May 2004.
- ◆ Eligible recipients may submit an application as an individual applicant or as a member of a consortium. To apply as an individual applicant, secondary school districts must have a minimum allocation of \$15,000. Community colleges must have a minimum allocation of \$50,000. A consortium must consist of two or more secondary school districts having a combined allocation that exceeds \$15,000; or two or more community colleges that have a combined allocation that exceeds \$50,000.
- ◆ Section 131(9)(2) of the Perkins Act states “Funds allocated to a consortium...shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this Title. Such funds shall not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.” Effective consortiums utilize needs assessments to determine needs and involve consortium member instructors in planning, implementation, and accountability.
- ◆ Section 134(70)(B) also requires local applications to “describe how funds will be used to promote preparation for nontraditional training.”
- ◆ Section 134(10) requires identifying “how comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel will be provided.”
- ◆ Programs meeting all characteristics identified in Table 1 are eligible for funds.

- ◆ Allowable uses of funds information is identified in Table 2.
- ◆ Core performance indicator accountability reporting is required on all students enrolled in all career and technical education programs offered in each school district (Table 4) or community college (Table 5).

The full text of the Iowa state plan may be found on the web at:

<http://www.state.ia.us/educate/grants/stateplan.pdf>

A summary, as well as a link to the full text of the Carl D. Perkins Vocational and Technical Education Act of 1998 can be found on the web at: <http://www.ed.gov/offices/OVAE/CTE/legis.html>

**Administrative Costs:** Up to 5 percent of the Perkins funds may be used for administrative costs associated with the administration of activities assisted under this application. The expense is reported/included on the budget summary form. There is no longer a requirement for the administrative costs to be pro-rated by program area receiving assistance.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age, or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact Bureau Chief, Administration and School Improvement Services, Grimes State Office Building, Des Moines, Iowa 50319, (515) 281-5811.

## CONTENTS

### List of Tables

Table 1 – Requirements to Accept Funds .....	iv
Table 2 – Permissive Use of Funds .....	v
Table 3 - Expenditure Reporting Categories .....	vi
Table 4 - Iowa Secondary Final Agreed Upon Performance Levels - Years 3, 4, & 5 .....	vii
Table 5 - Iowa Postsecondary Final Agreed Upon Performance Levels - Years 3, 4, & 5 .....	viii

### An Application for Assistance Shall Consist Of:

• Cover Page Identifying the Applicant .....	1
• System Descriptions .....	2
This item identifies how the district / consortium/ college responds to the requirements for a local application identified in the Perkins Act.	
• Program to Receive Assistance and Action Plan	
Secondary Perkins <u>Consortium Applicants</u> .....	3-4
This item identifies the career and technical education program improvement activities that will be funded during this grant period that are beneficial to all members of the consortium.	
Secondary <u>Independent Applicants</u> .....	5-6
This item identifies the career and technical education program improvement activities that will be funded during this grant period.	
Community College <u>Independent Applicants</u> .....	7-8
This item identifies the career and technical education program improvement activities that will be funded during this grant period.	
• Budget <u>Summary</u> for FY05 .....	9
This item identifies the programs and their projected budgets to receive Perkins assistance during this grant period.	
• Assurances/Agreements .....	10-13
Individual applicants or members of the consortium certify the required assurances/agreements.	

Applications will be reviewed for approval as received. To ensure approval of the application prior to June 30, 2004, it is necessary to **submit an ORIGINAL and ONE copy of the completed application by June 4, 2004, to:**

Attn: Cheryl Killen  
Bureau of Community Colleges and Career and Technical Education  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319-0146

**Table 1**  
**Requirements to accept funds under the Perkins Act**

Funds shall be used *to improve* career and technical education programs and *to support* career and technical education programs that:

A	Strengthen the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such programs through the integration of academics with career and technical education programs using a coherent sequence of courses to ensure learning in the core academic and career technical subjects;
B	Provide students with strong experience in, and understanding of, all aspects of an industry;
C	Develop, improve, or expand the use of technology in career and technical education that may include: <ul style="list-style-type: none"> <li>• training of career and technical education personnel to use state-of-the-art technology, that may include distance learning;</li> <li>• providing career and technical education students with the academic, and career and technical, skills that lead to entry into the high technology and telecommunications field; or</li> <li>• encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;</li> </ul>
D	Provide professional development programs to teachers, counselors, and administrators, including: <ul style="list-style-type: none"> <li>• inservice and preservice training in state-of-the-art career and technical education programs and techniques, in effective practices to improve parental and community involvement;</li> <li>• support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry;</li> <li>• internship programs that provide business experience to teachers and programs designed to train teachers, specifically in the use and application of technology;</li> <li>• internship programs that provide business experience to teachers; and</li> <li>• programs designed to train teachers specifically in the use and application of technology;</li> </ul>
E	Develop and implement evaluation of the career and technical education programs carried out with funds under this Title, including an assessment of how the needs of special populations are being met;
F	Initiate, improve, expand, and modernize quality career and technical education programs;
G	Provide services and activities of sufficient size, scope, and quality to be effective; and
H	Link secondary career and technical education programs and postsecondary career and technical education, including implementing Tech Prep programs.
	<p><i>A secondary career and technical education program:</i></p> <ul style="list-style-type: none"> <li>• <i>contains a minimum of three sequential units;</i></li> <li>• <i>is competency-based;</i></li> <li>• <i>is articulated with postsecondary programs of study; and</i></li> <li>• <i>includes field laboratory, clinical, or on-the-job training.</i></li> </ul>

**Table 2**  
**Permissive Use of Perkins Funds**

1	Involve parents, businesses, and labor organizations, as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this Title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2	Provide career guidance and academic counseling for students participating in career and technical education programs;
3	Provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing related to career and technical education programs;
4	Provide programs for special populations;
5	Provide for local education and business partnerships;
6	Assist career and technical student organizations;
7	Provide for mentoring and support services;
8	Provide for leasing, purchasing, upgrading or adapting equipment, including instructional aids;
9	Provide for teacher preparation programs that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry (as appropriate);
10	Provide for improving or developing new career and technical education courses;
11	Provide support for family and consumer sciences programs;
12	Provide career and technical education programs for adults and school dropouts to complete their secondary school education;
13	Provide assistance to students who have participated in services and activities under this Title in finding an appropriate job and continuing their education;
14	Support nontraditional training and employment activities;
15	Support other career and technical education activities that are consistent with the purpose of this Act.
*	Up to 5 percent of Perkins funds may be used for administrative costs associated with the administration of activities assisted under this continuation.

**Table 3**  
**Expenditure Reporting Categories**

<b>Expenditure Category</b>		<b>Use of Funds Grouping</b>
<b>1</b>	Administration	Up through 5 percent of total expenditures
<b>2</b>	Curriculum Development	A, B, C, F, 10
<b>3</b>	Career Guidance and Counseling	2, 7, 13
<b>4</b>	Instructional Equipment	8
<b>5</b>	Instructional Materials and Supplies (consumables)	Not Perkins Eligible
<b>6</b>	Staff Development	D, 9
<b>7</b>	Supplemental Support Services	G, 4, 11, 12, 14
<b>8</b>	Other	E, H, 1, 3, 5, 6, 15

The following tables (Table 4 and Table 5) report the targeted performance levels for Iowa career and technical education programs as negotiated with the United States Department of Education. A more complete discussion of the "Performance Levels and Standards" may be found in the "Iowa State Plan for Implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998" located on the Iowa Department of Education web page at (<http://www.state.ia.us/educate/ccwp/ct/perkins/index.html>).

**Table 4**  
**IOWA - Secondary**  
**Final Agreed Upon Performance Levels**  
**Fiscal Years 02, 03, 04, and 05\***

Core Indicator/ Target Population	Numerator Denominator	Performance Levels for Fiscal Years 02, 03, 04, and 05*			
		FY 02	FY 03	FY 04	FY 05*
Core Indicator 1: Student Attainment					
1S1 Academic Attainment  Junior Concentrators	<b>Numerator:</b> Number of eleventh grade students with a combination of at least two completed and enrolled vocational units in this program, rated proficient (41 <sup>st</sup> percentile) or higher on National norms of the ITED -reported for math and reading.  <b>Denominator:</b> Number of eleventh grade students with a combination of at least two completed and enrolled vocational units in this program - assessed.	63.67%	63.72%	63.77%	69.00%
1S2 Skill Attainment  Program Completers	<b>Numerator:</b> Number of program completers rated proficient or higher (attained 90% of program occupational competencies or a passing score on a certificate or license test.  <b>Denominator:</b> Number of program completers.	69.75%	70.00%	70.25%	70.50%
Core Indicator 2: Credential Attainment					
2S1 Diploma / Credential  HS Completers & Program Concentrator	<b>Numerator:</b> Number of students completing high school and two or more vocational units in this program - receiving a diploma or its equivalent.  <b>Denominator:</b> Number of students completing high school and two or more vocational units in this program.	99.55%	99.55%	99.55%	99.55%
Core Indicator 3: Placement					
3S1 Placement  HS & Program Completers	<b>Numerator:</b> Number of program completers placed in continuing education, non-military employment and military.  <b>Denominator:</b> Number of program completers completing high school.	98.54%	98.54%	98.54%	98.54%
Core Indicator 4: Participation & Completion of Nontraditional Program					
4S1 Participation Non-Trad.  DE Calculated	<b>Numerator:</b> Number of students in underrepresented gender groups enrolled in programs preparing students for non-traditional occupations.  <b>Denominator:</b> Number of students enrolled in programs preparing students for non-traditional occupations.	18.74%	18.86%	18.98%	19.03%
4S2 Completion Non-Trad.  DE Calculated	<b>Numerator:</b> Number of students in underrepresented gender groups who completed a program preparing students for non-traditional occupations.  <b>Denominator:</b> Number of students who completed a program preparing students for non-traditional occupations.	18.33%	18.43%	18.53%	18.63%

These tables report the targeted performance levels for Iowa career and technical education programs as negotiated with the U. S. Department of Education (FAUPL). A more complete discussion of the "Performance Levels and Standards" may be found in the "Iowa State Plan for Implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998" located on the Iowa Department of Education web page at (<http://www.state.ia.us/educate/ccwp/ct/perkins/index.html>). \* The FY05 FAUPL have not received final USOE approval as of 5-1-04.



**Table 5**  
**IOWA - Postsecondary**  
**Final Agreed Upon Performance Levels**  
**Fiscal Years 02, 03, 04, and 05\***

Core/Sub-Indicator	Numerator Denominator	Performance Levels for Fiscal Years 02, 03, 04, and 05*			
		FY 02	FY 03	FY 04	FY 05 *
Core Indicator 1: Student Attainment					
1P1 Academic Attainment	<b>Numerator:</b> Number of students receiving a degree, diploma, or certificate. <b>Denominator:</b> Number of students receiving a degree, diploma, or certificate or being non-graduate program completers.	98.54%	98.54%	98.54%	98.54%
1P2 Skill Attainment	<b>Numerator:</b> Number of program completers rated proficient or higher (attained 90% of program occupational competencies or a passing score on a certificate or license test) <b>Denominator:</b> Number of program completers.	95.25%	95.25%	95.25%	95.25%
Core Indicator 2: Diploma/Credential Attainment					
2P1 Degree/ Certificate (same as 1P1)	<b>Numerator:</b> Number of students receiving a degree, diploma, or certificate. <b>Denominator:</b> Number of students receiving a degree, diploma, or certificate or being non-graduate program completers.	98.54%	98.54%	98.54%	98.54%
Core Indicator 3: Placement					
3P1 Placement	<b>Numerator:</b> Number of completers placed in continuing education, non-military employment and military. <b>Denominator:</b> Number of program completers.	95.99%	95.99%	95.99%	95.99%
3P2 Retention	<b>Numerator:</b> Number of completers employed both the second (year after graduation) and fourth (graduation year) UI quarters. <b>Denominator:</b> Number of completers employed the fourth (graduation year) UI quarters.	92.00%	92.00%	92.00%	92.00%
Core Indicator 4: Participation & Completion of Programs for Nontraditional Employment					
4P1 Participate Non- Traditional	<b>Numerator:</b> Number of students in underrepresented gender groups enrolled in programs for non-traditional occupations. <b>Denominator:</b> Number of students enrolled in programs preparing students for non-traditional occupations.	17.70%	17.95%	18.20%	18.20%
4P2 Completion Non- Traditional	<b>Numerator:</b> Number of students in underrepresented gender groups who completed a program for non-traditional occupations. <b>Denominator:</b> Number of students who completed a program preparing students for non-traditional occupations.	13.51%	13.61%	13.71%	13.71%

These tables report the targeted performance levels for Iowa career and technical education programs as negotiated with the U. S. Department of Education (FAUPL). A more complete discussion of the "Performance Levels and Standards" may be found in the "Iowa State Plan for Implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998" located on the Iowa Department of Education web page at (<http://www.state.ia.us/educate/ccwp/ct/perkins/index.html>). \* The FY05 FAUPL have not received final USOE approval as of 4-1-04.

**Perkins III**  
**Application for Use of Funds**  
**Fiscal Year 2004 Activities and Budget**  
**Cover Page**

Eligible Recipient / Consortium Fiscal Agent

County / District Number

\_\_\_\_ Individual Applicant or \_\_\_\_ Consortium ( \_\_\_\_ Continuation or \_\_\_\_ New )

Consortium Name (if applicable)

|Dr.|Mr.|Ms.|\_\_\_\_\_  
Administrator, Superintendent or President

( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_  
Telephone Number

E-Mail address

( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_  
FAX Number

Street Address

City, State, Zip Code

|Dr.|Mr.|Ms.|\_\_\_\_\_  
Carl Perkins Contact Person:

( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_  
Telephone Number

E-Mail address

( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_  
FAX Number

Street Address

City, State, Zip Code

|Dr.|Mr.|Ms.|\_\_\_\_\_  
Carl Perkins Contact Person:

( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_  
Telephone Number

E-Mail address

( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_  
FAX Number

Street Address

City, State, Zip Code

Total FY04 Allocation for this Application \$ \_\_\_\_\_.00

## System Description

1. Describe how the consortium/district/college will address findings in the FY03 Perkins Performance Indicator Summary Report (attached). **Note:** Because student performance is a continuous improvement process, performance indicators that meet state negotiated performance levels should address how each level will be maintained and improved. If the performance indicators show the negotiated performance level was not met, each area must be addressed in the FY04 program improvement goals and action plan.
2. Describe the process utilized by the consortium/district/college to develop program improvement goals based upon review of the following: a) individual CSIP goals (*secondary only*); b) program performance indicator data; c) program evaluation findings and recommendations; and d) current program status assessment. Additionally, data, findings, and recommendations from the following should be included if they are available: a) equity review findings and recommendations; b) accreditation findings and recommendations; and c) other local needs assessments. Perkins Act Title I, Part C, Section 134(b)(1), (2), and (3).
3. List program improvement goals for the consortium/district/community college for this fiscal year. Perkins Act Title I, Part C, Section 134(b)(1), (2), and (3).
4. Describe the process utilized by the consortium to ensure funds are utilized for purposes and programs that are mutually beneficial for all members of the consortium. Perkins Act Title I, Part C, Section 131(g)(2). *Consortium Only*.
5. Describe the process for ensuring how students in alternative high school programs have access to career and technical education programs offered by the district or districts applying through this application. Perkins Act Title I, Part B, Section 122(c)(13). *Secondary Only*.
6. Describe the comprehensive process used to evaluate and continuously improve career and technical education programs. Perkins Act Title I, Part C, Section 134(b)(6).
7. Highlight strategies identified and adopted to overcome barriers to access to, or success in, the programs for members of special populations in the comprehensive program evaluation process discussed in item # 6. Include how Perkins funds will be used to promote nontraditional training and employment. Perkins Act Title I, Part C, Section 134(b)(7), (9).
8. Describe how the eligible recipient will provide students with strong experience in and understanding of all aspects of an industry. Perkins Act Title I, Part C, Section 134(b)(3)(B).
9. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in development, implementation, and evaluation of career and technical education programs. Include how such individuals and entities are effectively informed about and assisted in understanding the career and technical programs. Perkins Act Title I, Part C, Section 134(b)(4).
10. Describe the process used to provide comprehensive professional development for career and technical, academic, guidance, and administrative personnel. Perkins Act Title I, Part C, Section 134(10).

## Perkins: Secondary Consortium

### Action Plan - FY05

Please identify the career and technical education program to receive assistance through this grant.

Program to Receive Assistance		CIP Number		
List the participating districts and their District Codes below:				
District/ District Code	District/ District Code	District/ District Code	District/ District Code	District/ District Code
/	/	/	/	/
/	/	/	/	/

  

Program Improvement Goal <i>(see item # 3 in System Descriptions)</i>	Description of Major Program Improvement Activity	Performance Indicator: Table 4 (* those addressing “not met” performance indicators)	Other Funding Sources (✓ only)	Perkins Funds	
				Use of Funds Code Table 2	FY05 Budget (Whole Dollars)
<b>FY05 Program Total \$</b>				<b>.00</b>	

(Duplicate this form for each program receiving assistance)

### Action Plan - FY05

## Perkins: Secondary Consortium

Due Date: June 4, 2004

## System-Wide\* Response to Performance Indicators

System-wide activity to address performance indicator(s)

68.04010000

CIP Number

List the participating districts and their District Codes below:

District/ District Code	District/ District Code	District/ District Code	District/ District Code	District/ District Code
/	/	/	/	/
/	/	/	/	/

Program Improvement Goal (see item # 3 in System Descriptions)	Description of Major Program Improvement Activity  <i>* This activity must impact <u>all</u> CTE programs in <u>all</u> districts.</i>	Performance Indicator: Table 4 (* those addressing “not met” performance indicators)	Other Funding Sources (✓ only)	Perkins Funds	
				Use of Funds Code Table 2	FY05 Budget (Whole Dollars)
FY05 Program Total \$					.00

(Duplicate this form for each program receiving assistance)

**Program Action Plan - FY05****Perkins: Secondary Independent**

Please identify the career and technical education program/s to receive assistance through this grant.

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**Program to Receive Assistance**


---

**CIP Number**

Program Improvement Goal (see item # 3 in System Descriptions)	Description of Major Program Improvement Activity	Performance Indicator: Table 4 (* those addressing “not met” performance indicators)	Other Funding Sources (✓ only)	Perkins Funds	
				Use of Funds Code Table 2	FY04 Budget (Whole Dollars)
FY05 Program Total \$					.00

(Duplicate this form for each program receiving assistance)

Due Date: June 4, 2004

## System-Wide\* Response to Performance Indicators

System-wide activity to address performance indicator(s)

68.04010000  
CIP Number

Program Improvement Goal (see item # 3 in System Descriptions)	Description of Major Program Improvement Activity  <i>* This activity must impact <u>all</u> CTE programs in <u>all</u> districts.</i>	Performance Indicator: Table 4 (* those addressing “not met” performance indicators)	Other Funding Sources (✓ only)	Perkins Funds	
				Use of Funds Code Table 2	FY05 Budget (Whole Dollars)
FY05 Program Total \$					.00

(Duplicate this form for each program receiving assistance)

**Program Action Plan - FY05****Perkins: Community College Independent**

Please identify the career and technical education program/s to receive assistance through this grant.

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**Program to Receive Assistance**


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**CIP Number**

Program Improvement Goal (see item # 3 in System Descriptions)	Description of Major Program Improvement Activity	Performance Indicator: Table 5 (* those addressing “not met” performance indicators)	Other Funding Sources (✓ only)	Perkins Funds	
				Use of Funds Code Table 2	FY04 Budget (Whole Dollars)
<b>FY05 Program Total \$</b>					<b>.00</b>

(Duplicate this form for each program receiving assistance)



Due Date: June 4, 2004

**Program Action Plan - FY05                      Perkins: Community College Independent  
System-Wide\* Response to Performance Indicators**

System-wide activity to address performance indicator(s)

68.04010000  
**CIP Number**

Program Improvement Goal <i>(see item # 3 in System Descriptions)</i>	Description of Major Program Improvement Activity  <i>* This activity must impact <u>all</u> CTE programs in <u>all</u> districts.</i>	Performance Indicator: Table 5 (* those addressing “not met” performance indicators)	Other Fundin g Sources (✓ only)	Perkins Funds	
				Use of Funds Code Table 2	FY05 Budget (Whole Dollars)
FY05 Program Total \$					.00

(Duplicate this form for each program receiving assistance)

**BUDGET SUMMARY - Fiscal Year 2005**

Complete **ONE** BUDGET SUMMARY FORM for this application.

Report the TOTAL anticipated expenditures for each program to receive Perkins assistance.  
The financial accountability will be to the Consortium fiscal agent or individual applicant.

**FY05 Perkins  
Application Total**

<b>Program Receiving Perkins Assistance (from Action Plan Totals)</b>	<b>FY05 Budget Whole Dollars</b>
Perkins Administrative Costs 68.04000000	
<b>FY05 Application Total</b>	<b>\$ .00</b>

## **Assurances/Agreements - Fiscal Year 2005**

1. The local education agency, community college, or area education agency acting as the fiscal agent over this application agrees to maintain financial records and provide such information to the Iowa Department of Education as may be required for fiscal audit.
2. The eligible recipient agrees to report annually to the Department of Education progress of the eligible recipient in achieving state adjusted levels of performance on core indicators of performance for all career and technical education programs. Perkins Act Title I, Part A, Section 113(c)(1).
3. The eligible recipient agrees "funds made available under this Act for vocational and technical education activities shall supplement, and not supplant, non-federal funds expended to carry out vocational and technical education activities." Perkins Act Title III, Part A, Section 311(a).
4. The eligible recipient agrees to retain certification on non-debarment and suspension from any contractor who will have single or aggregate contracts of \$100,000 or more. (98-III-USDE-282-7).
5. The eligible recipient certifies the agency and its principal officers are not suspended or debarred. (98-III-USDE-282-7).
6. Funds will not be used to acquire equipment, including computer software, in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, its employees, or any affiliate of such an organization. Perkins Act Title I, Part B, Section 122(b)(11).
7. Funds will not be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. Perkins Act Title III, Part B, Section 322.
8. No federal appropriated funds have been, or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress in connection with making of any federal grant, the entering into any grant or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. Sec. 1352, Title 31.
9. The eligible recipient will improve academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such programs through the integration of academic with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic and career and technical subjects. Perkins Act Title I, Part C, Section 134(b)(3)(A).
10. The eligible recipient ensures students who participate in assisted career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. Perkins Act Title I, Part C Section 134(b)(3)(C).
11. Individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. Perkins Act Title I, Part C. Section 134(b)(8).

12. The eligible recipient assures that a career and technical education program of such size, scope, and quality to bring about improvement in the quality of career and technical education programs will be provided. Perkins Act Title I, Part C Section 134(b)(5).

*To receive funds through the Carl D. Perkins Act, eligible recipients are to sign an assurance statement to certify commitment to abide by these requirements through the period of this application. Individual applicants are to sign the assurance line provided on this page, and members of a consortium are to sign on the following page.*

**A. INDIVIDUAL APPLICANT:**

**The undersigned certifies their institution will abide by the assurances during the period of this and to the best of his/her knowledge, the information contained in this application is correct and complete.**

**Signature of Executive Officer:** |Dr.|Mr.|Ms.| **Date:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **County District No:** \_\_\_\_\_ -  
(District / Community College)

**B. CONSORTIUM APPLICANT:**

Each of the undersigned members of the consortium certifies their institution will abide by the assurances during the period of this and, to the best of their knowledge, the information contained in this application is correct and complete. It is also assured all of the participating agencies have entered into an appropriate shared services agreement, which includes the procedure for final disposition of equipment that is purchased with federal funds, that designates a fiscal agent to administer the grant and includes a clear statement of the role and responsibilities of the fiscal agent.

**Consortium Fiscal Agent**


---

 Name of Agency (LEA, AEA or Community College)

---

 Co. District Number

---

 Signature of Executive Officer

---

 Date
**Consortium Members**

1.

---

 LEA Name

---

 Co. District Number

---

 Superintendent

---

 Date

2.

---

 LEA Name

---

 Co. District Number

---

 Superintendent

---

 Date

3.

---

 LEA Name

---

 Co. District Number

---

 Superintendent

---

 Date

4.

---

 LEA Name

---

 Co. District Number

---

 Superintendent

---

 Date

**B. CONSORTIUM APPLICANT: (Continued)**

Each of the undersigned members of the consortium certifies that their institution will abide by the assurances during the period of this and, to the best of their knowledge, the information contained in this application is correct and complete. It is also assured that all of the participating agencies have entered into an appropriate shared services agreement, which includes the procedure for final disposition of equipment that is purchased with federal funds, that designates a fiscal agent to administer the grant and includes a clear statement of the role and responsibilities of the Fiscal Agent.

**Consortium Members**

5.	_____	_____
	LEA Name	Co. District Number
	_____	_____
	Superintendent	Date
<hr/>		
6.	_____	_____
	LEA Name	Co. District Number
	_____	_____
	Superintendent	Date
<hr/>		
7.	_____	_____
	LEA Name	Co. District Number
	_____	_____
	Superintendent	Date
<hr/>		
8.	_____	_____
	LEA Name	Co. District Number
	_____	_____
	Superintendent	Date
<hr/>		
9.	_____	_____
	LEA Name	Co. District Number
	_____	_____
	Superintendent	Date
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(Duplicate this form if additional space is needed.)